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ABSTRACT

This guide is designed to be used by counselors or teachers in adult basic education (ABE) classes to help adult students explore possible careers. The guide consists of three parts; part I contains four units that can be used in a four-lesson presentation. The units cover the following topics: self-concept, interests, information, and action planning. Each of the units includes information, suggested activities, expected outcomes, and space for teachers to write notes or questions corresponding to the material. Part II provides information on resume writing; part III covers job interviews. Appendixes contain materials for the learning activities, such as a values auction, job life-line, personal exploration scale, and characteristics of the six Holland personality types: realistic, investigative, artistic, social, enterprising, and conventional. A bibliography lists 16 references. (KC)

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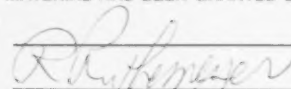
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PATHWAYS TO CAREERS

Exploring Career Options

by Mary Dvarishkis, Counselor
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Adult Education Act.

INTRODUCTION TO CAREER COUNSELING IN ADULT EDUCATION

Career Counseling in the '90's is relevant to almost every adult education student. Most men and women will work at 2 to 3 different careers during their lifetimes and may have many short-term jobs. The U.S. Department of Labor predicts that the largest growing job opportunities will be in service work. In addition to this area being the largest job opportunity, these service jobs are also going to require higher levels of education.

Work is no longer an issue addressed only to solve economic needs but has become an issue of identity. As a person grows and develops his needs change. A job title plays an important role in identity whether it is a first job, a mid-life job, or a retirement job. Job satisfaction is a major part of adult development.

The adult educator can use career awareness and career development processes as a vehicle to establish the importance of learning basic skills. Career awareness can be incorporated into the curriculum of basic education or presented as a separate unit. This paper has been divided into units for this purpose.

Take a look at your students. Where are they in relation to career choices? My guess is that they are somewhere on a continuum from "put it off" to a paranoid "what will I do?" Somewhere in the middle is constructive anxiety that will make a person nervous enough to do something. What the student needs to make use of this energy is a basic but simple career plan.

The consequences of quick decisions can be devastating. You as the counselor or the adult education teacher can provide the opportunity for an individual to take some time out and begin to evaluate and develop a plan. This plan will give adult education a specific role in the career choice and lead toward a meaningful career decision.

You as the teacher or counselor should clarify your role and expectations. The student's responsibility, at this point, is to take charge of his career planning and future. The counselor/teacher acts only as a guide. Career guidance is an important opportunity to help a student get direction and plan for the future. This is not the time to fly by the seat of his pants and hope that everything turns out. Today's job market requires a great deal of sophistication and organization. What I propose to you is a strategy to help a student with planning for a job search in that sophisticated market.

A student can be helped through the career process by using these basic elements as listed in the helpful book, *Take Hold of Your Life*:

UNDERSTANDING YOURSELF

- Self-concept
- Personal goals
- Interest
- Values
- Experiences

UNDERSTANDING ENVIRONMENT

- General knowledge of world of work
- Your current and potential skills
- Occupational options
- Educational options
- Occupational Information

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PART I

OUTLINE FOR CAREER DELIVERY

The material presented in this guide is to be used by the counselor or teacher in the Adult Basic Education setting. The four units charted below represent the main issues as could be presented in a four-lesson presentation. These units of study can be used in sequence or alone.

Materials referred to in each of the units is displayed in the appendix. Additional books and materials in the bibliography are suggested for reference and use.

UNITS	THEORY	ACTIVITIES	OUTCOME
A. Self-Concept	Ideas of Self Examination of Self	Johari Window Personal Exploration Guide Values Auction	Clarification Discussion Questions to Debrief
B. Interests	Match Interests to Occupations	Job Lifeline Self-Directed Search	Discussion Research in Occupational Outlook Handbook
C. Information	Examine the Specifics of a Narrowed List of Occupations	Read Talk to People Experience	Ideal Job List Narrowed to 1-2 Occupations
D. Action Planning	Plan	Job Search Skills	Follow Through With Plan

A. SELF-CONCEPT

The composite we put together of ourselves is not a handy picture we can take out and look at. However, if there is going to be understanding of the self-concept, then there needs to be a route to do self-exploration and examination. The three activities suggested here are stimulating and fun. These activities should be used individually or in group discussion. These activities are some constructive steps that can be taken to clarify things we might want to change. The activities selected will help the teacher/counselor to create a safe opportunity to evaluate self through discussion, activities, and sharing. Small groups of 4 to 7 work best. The confidentiality of each person needs to be respected.

1. IDEAS ABOUT SELF

Simply put, self-concept is our picture of ourselves. It is a picture developed from infancy and reinforced by our life experiences. Daily we define and refine who we are by our life style, choices and our occupation. Self-concept can be handled and explained by the Johari window theory that has 4 main components: 1) the way we see ourselves, 2) the way we think others see us, 3) the ideal or how we

think others see us and 4) the part of us yet to be explored. If we could draw a picture of our self-concept we might see how we fit into these areas and get a new perspective.

The Johari window is a device that can be used to help explain the need for openness and self-exploration. Here is an example of the Johari window to assist your discussion:

	Known to Self	Not Known to Self
Known to Others	1. Public Self	2. Blind Area
Not Known to Others	3. Avoided or Hidden	4. Unknown

3

2. PERSONAL EXPLORATION

When we are able to look at some things about ourselves that we take for granted we may see some surprises. There are many qualities and skills we have that may be important to consider when looking for the "right" career. When we are free to take that objective view, then we can consider those items that may need to be changed.

The personal exploration guide offers a quick tool to bring the student in touch with just such an objective view. This instrument is related to a commonly used evaluation of John Holland's personality and interests types. A student or group of students can complete this activity and use the Self-Directed Search to research occupations for each personality type. Each individual can work independently but should be encouraged to evaluate this process through discussion.

3. VALUES AUCTION

Unfortunately, there is no single instrument to give us a profile of ourselves. Self-concept is a set of statements each is able to verbalize about oneself. In real life we get clues about our self-concept daily. Significant people, activities and most importantly the work we choose — all contribute to the composite. When a person is willing to take risks, to try something new, new "stuff" is added to that composite or self-portrait. The Values Auction will bring excitement and fun to an otherwise serious discussion. This activity can bring out some areas of values that may not have been obvious in the discussion of the first two exercises.

ACTIVITIES

- Johari window
- Personal exploration guide
- Values Auction

OUTCOME

The following questions could be used to summarize the unit. Each participant could be asked to write out his thoughts in a diary-type note to himself.

1. What are one or two new things you learned about yourself?
2. What are the discrepancies between how you see yourself and how others see you?
3. If you could change things about you what would you change?
4. Which of Holland's personality type seems to fit you? Do you agree?
5. Do you seem to fit into more than one personality type?
6. What vocational directions are indicated by the occupational code?

NOTES OR QUESTIONS:

B. INTEREST

There are over 21,000 occupations in this country. Take your pick! To make a career choice of occupations would be an awesome and overwhelming task without a careful plan and understanding of yourself.

Interests can be the indicators of areas or groups of occupations that can be studied. If you would prefer to stay home and read a book rather than go skiing with a group of friends, you have made a statement about yourself. You have an interest in and enjoy activities alone. This could translate into occupations in which you would be required to work alone rather than with people. If this is consistent with your general interests and values, you have one more clue about work that you might find satisfying.

The best place to guide us to where we are going is to look at where we have been. There are several ways to do this: by using lists, talking, and completing structured activities. The Job Life Line on the following page is a good tool to begin with. This tool will generate discussion and provide some definite direction about what a person likes and dislikes in a job. Our past experiences can tell us about where we are right now and where we might like to be.

The Self-Directed Search was designed by John Holland in an attempt to explore occupations that may be appropriate to an individual. This is a detailed process that can be very useful if it is used as a guide. No instrument or tool will tell an individual what single occupation he is best suited for. These activities can only provide insight and information that will assist the individual in just one more of life's processes of becoming.

The Self-Directed Search is so designed that it can be the first and only instrument used, but it cannot be effective without one-on-one discussion and further examination of occupations.

ACTIVITIES:

- Job Lifeline
- Self-Directed Search

OUTCOME:

Use these questions to generate discussion and summarization.

1. What occupation possibilities have you been considering?
2. Have you changed your ideas about occupations or do you have new ideas?
3. What things do you like about your present lifestyle?
4. What things would you like to change about your present lifestyle?
5. How does your lifestyle affect your ideas about your career?

This might be a good place to use the *Occupational Outlook Handbook* to look at some occupational ideas that have been generated. Most people should have a general occupational direction by now with ten or fewer actual jobs in mind. It is a good idea to make a list but with a clear understanding that this list is only a beginning.

NOTES OR QUESTIONS:

C. INFORMATION ABOUT OCCUPATIONS

The task of understanding an individual's self-concept, identifying interests, and narrowing the choices to one or two possibilities is one big job. The next step in careful planning is to do some investigation of specific occupations and some matching of interests to occupations.

It would be difficult to imagine launching out to become a pilot without a test ride. Upon completing a successful test-ride, the obvious questions would jump and smack you in the face. What training is required? Where is training provided? How can a successful candidate find work? These kinds of questions will lead toward finalizing the steps of a career search. Not all occupations are quite so dramatic, but here are some suggestions to test out areas of occupation interest.

Learning about an occupation should have three phases:

1. Read about it.

Find a description of the job, work site, working conditions, skills required, and education required.

Look at income in terms of entry level and the top wages one can expect. Check the outlook for jobs in this field.

Investigate the skills required to perform the occupation. It is important here not to underestimate one's ability. Nothing is lost by exploration. We have a lot of untapped skills and we are never too old to learn.

2. Talk to People

Seek out people in the occupation to find out more about how the person got into the job. Discuss his likes and dislikes, the personal rewards as well as the lifestyle of that person. Take a close look at how an occupation can complement or dictate a lifestyle.

3. Test out the occupation.

Sometimes you can take a class, do related volunteer work, or even take a job that is related to your choice. Choosing an occupation does not have to be a life-long commitment but can be a stepping stone. Employers tend to look at work history as part of their initial evaluation process.

Each occupation can be given the test of questions listed here.

Answer each statement with a true or false rating:

1. I have the knowledge and the ability to do the job.
2. I can obtain the necessary knowledge and skill to do a good job.
3. I can manage the financial requirements to get the training or education required.
4. I relate to the lifestyle of people in this job.
5. I can picture myself in this job.

If most of these statements were answered with a true statement, then you are probably ready for action planning.

NOTES OR QUESTIONS:

D. ACTION PLANNING

As a student, you need to hear this advice: Be realistic! Do not pursue an occupation that does not fit you, does not have a future, or is going to require more time or and money than you have.

The first 3 steps have allowed time to reflect on oneself, evaluate and clarify our interests, and relate our uniqueness to relevant occupations. Then you had the opportunity to evaluate and examine several occupations.

Now is the time to develop a plan that clarifies the path to follow.

There are really 3 obvious options to examine. Now, you are ready to choose a pathway: which way will you go?

- 1. go to the job market and begin serious job search
- 2. get further education or training
- 3. still undecided...go directly to recycle, do not pass go, do not collect a red cent. This calls for more evaluation of self and occupations.

For those who choose to enter the job market (Step 1), the following information on preparation will be helpful. The rest of this booklet contains two units: Resume Writing and The Job Interview.

If you choose Step 2, planning for further education or training, you will want to consult the booklet *Steps to Academic Success*.

There are many methods of job search including the common review of local want ads. A few excellent and easy to use resources are mentioned in the bibliography. A workbook approach as presented in the *Quick Job Hunting Map, A Fast Way to Help* by Richard Bolles, is fun and easy to use. A workbook of this type lends itself to use in group settings or as an individual project for the self motivated person.

There are two components of the job search that deserve attention while guiding someone along the planning path. The resume and interview both require care, effort and time. Mike Joyce, ABE counselor, has reviewed these two topics for us in the next two units.

NOTES OR QUESTIONS:

PART II

RESUME WRITING

PREPARING A RESUME

The resume has proven itself to be a very effective tool in the job-search process. The resume is a brief description of the job-seeker and it should remain that — brief, clear and accurate, with correct spelling and grammar. The resume is intended as a marketing tool to help secure interviews and get a job. The process of developing a resume forces you to look at experience and qualifications which will prepare you to handle the job interview in a much more effective manner.

Properly prepared resumes can save time and are very effective in uncovering jobs in a hidden job market. For the job seeker, they can save give the employer an accurate picture of your job objective and job qualifications. For the employer, they can assist in securing employees who are qualified so that time is not spent in purposeless interviews with employees who are not qualified.

According to Yana Parker, who wrote the *Damn Good Resume Guide*, a properly prepared resume has five essential parts:

1. A clearly stated Job Objective
2. The Highlights of Qualifications
3. A presentation of directly Relevant Skills and Experience
4. A chronological Work History
5. A listing of relevant Education and Training

In preparing a resume, remember what employers expect of job seekers. Your resume is a reflection of you and will satisfy employers to the degree it is neat in appearance, reflects accurately your skills, experience, and education, and will imply your overall dependability because it is a positive view of who you are and what you have to offer.

RESUME MODEL

Mary Smart
14 Hill and Dale
Best, MT 59000

OBJECTIVE

A brief, clear statement of the type of job you're looking for.

EDUCATION

List education in chronological order.

State degrees or certificates.

Include special seminars and workshops that pertain to your objectives.

Include awards and promotions.

WORK EXPERIENCE

List your jobs in chronological order.

You may want to leave out irrelevant jobs.

Include job titles, names and locations of companies.

Give a short summary of your duties and responsibilities.

REFERENCES

State that references are available upon request.

Reminder:

- keep a resume to one page if possible
- be specific
- use white space, strive for appearance
- have someone proof read...make no mistakes

COVER LETTERS:

You should always include a cover letter when you mail out your resume to a prospective employer. It is an effective way to introduce your resume. If possible, always send a cover letter to someone in particular rather than to a department or general business address.

If possible, always target your cover letter to the job and situation that you are seeking. Be clear about how you became aware of a job and the source of your information. If a friend of the employer or an employee of the company directed you to send the resume, state that clearly. Be equally clear about what you want. If you are utilizing the cover letter as a means of obtaining an interview, state that and let them know that you plan to follow-up on this within a given time-frame.

Included are some sample cover letters, as well as
8 some resume-writing tips for preparing a resume.

PART III

THE JOB INTERVIEW

Very few people are hired without going through a job interview. Before you actually get to the job interview, there is homework and preparation to be done. Most basic is to look at appearance and to be sure to make a good impression. It is still a fact that most people are hired in the first 30 seconds of an actual interview. Secondly, research the job and the organization, knowing as much as possible about the employees, products and level of responsibility you might have in the position you are seeking.

During the interview itself, you are entering a most challenging experience. Most interviews last from 15 minutes to over an hour. In a typical situation, many individuals will be considered for a job. Because of that, interviewers will be looking at both strengths and weaknesses. They can ask you almost anything and will be looking at problems which will eliminate all but the one who is hired for the job. Of course, it is not unusual to be asked to go through a second or even a third interview before you are finally offered the job.

A key to success in job interviewing, and one that many people have difficulty with, is marketing your skills that relate to the job you are seeking. You must let the employer know you are the right person for the job in the most positive manner possible. Making skills statements is something that you might need to role-play with a friend, prior to going into the actual interview. Additionally, there are many other "difficult" or open-ended questions that people are asked during an interview that need preparation beforehand. The true test will be how well your answers meet the expectations of the employer.

An interview usually ends with the employer stating that you have the job or that you will be contacted later about a decision. When the interview is over, don't just leave and go home to wait for the phone to ring. Follow up with a thank-you note the same day. If you do not hear from the employer within a designated time, follow-up with a phone call.

Job interviewing skills improve with each interview. Research shows that the more interviews you have, the more likely you will be offered a job.

CHECKLIST FOR JOB INTERVIEW

— ABILITY TO EXPLAIN SKILLS

Must use several different statements to support job choice, such as past work experience, related work experience, training aptitude or intelligence, hobbies.

- Must describe work skills using names of machines or other technical terminology appropriate to the job goal.
- Must be able to answer the question, "Why should we hire you?" by referring to your skills.
- Must supply information about your skills within the first few minutes of interview.
- Must be able to respond to ambiguous question as "Tell me a little about yourself," by citing work skills and abilities.

ABILITY TO ANSWER PROBLEM QUESTIONS

- Must be able to explain your answers to all questions on the application blank - particularly in the areas of physical, emotional hospitalization, prison record, poor job history, little education, age, no experience in job for which you are applying, etc.
- Answers to questions in these areas must be short and end with a positive statement about your being able to do the job.
- If the problem is visible to the interviewer (age, physical handicap, etc.) you must mention it within the first few minutes of the interview.

APPROPRIATE APPEARANCE AND MANNERISMS

- Must be neat and clean, wearing clothes similar to those worn by people who do the kind of work for which you are applying.
- Must maintain good eye contact with the interviewer, must refrain from exhibiting nervous mannerisms.

ENTHUSIASM FOR WORK

- Must state sometime during the interview that you want to work or indicate desire to work by asking, e.g., about overtime.
- Must walk in and out of the interview situation briskly.
- Must have a firm handshake.
- Must ask specific questions about the job.
- Must use a "call back" closing.

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NOTES OR QUESTIONS:

APPENDIX

VALUES AUCTION

Imagine that you are attending an auction of general life and work-related values. At this auction the bidding must begin at \$100 and can only be increased in amounts of \$10. Only one person can buy each of the values. You brought \$500 specifically for buying at this once-in-a-lifetime opportunity. Review the following list of values which will be on sale. Then, at the end of the list, decide how you will spend your money.

General Life Values

- **Family** - having a warm, pleasant family life with spouse and possibly children
- **Health** - having habitually vibrant health with almost total absence of physical problems
- **Freedom** - being in a country and a home environment which allows the maximum in personal freedom
- **Success** - feeling and having others feel that your life is successful, perhaps including the material possessions to back that up
- **Love** - feeling that you are the most important person in the world to at least one other person and communicating the same feeling to that person
- **Culture** - possessing knowledge and appreciation for music, art, theatre, literature, etc. and having time and money to spend on these things
- **Adventure** - being able to break new exciting trails or to participate in activities with adventure and risk such as mounting climbing, white-water rafting, skiing, hand-gliding, etc.
- **Nature** - having the opportunity to spend time with nature and to enjoy it and communicate with it
- **Productivity** - having a feeling of satisfaction from completing a lot of tasks successfully and making things run smoothly
- **Religion** - being able to hold deep religious beliefs and to commit yourself to them

Work Values

- **High income** - making an income in the top third of the population fairly early in your occupational career
- **Prestige** - having an occupation which society looks up to, such as medical doctor, judge, engineer, etc.
- **Independence** - being able to make most of the decisions about your work tasks and supervising yourself in them
- **Helping others** - being able to contribute to the emotional, physical, and/or educational welfare of people through your occupation
- **Security** - holding a position in which you can be quite sure that you will not be fired or laid off due to change in the economy, automation, or political structure
- **Variety** - being in an occupation which provides a variety of work tasks, perhaps with a variety of kinds of people and in a variety of places
- **Leadership** - being in an occupation which allows you to lead or influence people and policies
- **Leisure** - being in an occupation in which you are not expected to work beyond the usual work hours five days a week, thus providing adequate time for leisure activities
- **Early entry** - getting into an occupation which requires as little training or education as possible.

In the following spaces, list the values you would like to buy with your money.

Name of value:	Highest price you would pay:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total\$500.00	

JOB LIFE-LINE

Graph your work life. Start with the first job you had and work up to your present job. The middle of the page (along the dotted line) indicates a job that was average, while the higher up the page you go indicates a very rewarding, satisfying job, and the lower you go reflects a very difficult, stressful job time. As you graph the ups and downs of your job life, take a few moments and list at each of the peaks and valleys some words and adjectives that appropriately describe why that period of time or job was satisfying or dissatisfying. Don't forget to include volunteer jobs or other non-paying jobs such as homemaker, student, etc.

1st Job

Most recent job

10

9

8

7

6

5

4

3

2

1

13

12

14

PERSONAL EXPLORATION

1. To get a quick picture of how you see yourself in terms of the following descriptions, mark 3, 2, 1, or 0 next to each word. 3 means the description fits you **very well**, 2 describes you **somewhat**, and 1 describes you **less**. 0 means the word **doesn't describe you at all**.

☐ Enjoys physical activities
☐ Likes working with hands
☐ Practical
☐ Likes mechanical objects
☐ Likes animals
☐ Likes TV police shows
☐ Thinks in a logical way
☐ Likes to see things finished; persistent
☐ TOTAL R

☐ Likes to be neat and orderly
☐ Feels details are important
☐ Wants to know right from wrong
☐ Likes clerical tasks
☐ Enjoys carrying out others' instructions
☐ Is predictable
☐ Wants things to be correct
☐ Likes structure, knowing what to expect ahead of time
☐ TOTAL C

☐ Enjoys being a leader
☐ Likes nice things (clothes, car, etc.)
☐ Enjoys the challenge of making money
☐ Takes chances
☐ Has many friends but few who know you well
☐ Likes doing a variety of things
☐ Is competitive
☐ Likes to start things
☐ TOTAL E

☐ Likes to solve problems
☐ Enjoys science
☐ Finds math a challenge
☐ Sometimes likes to be alone
☐ Cautious
☐ Likes to invent things
☐ Reserved
☐ Likes to discuss ideas
☐ TOTAL I

☐ Likes activities with few rules
☐ Prefers not to have others give directions
☐ Is strongly emotional
☐ Likes bright colors
☐ Chooses a few close friends
☐ Is impatient with routine, likes change
☐ Likes art, music, or poetry
☐ Likes to use intuition
☐ TOTAL A

☐ Likes working closely with people
☐ Is cooperative
☐ Is generous
☐ Likes teaching others
☐ Enjoys getting to know people well
☐ Welcomes new group members
☐ Is friendly
☐ Enjoys helping others
☐ TOTAL S

2. Total your numbers for each section.

3. List your total scores starting with the highest. Include the letter for each.

SCORE	LETTER	
_____	_____	= _____
_____	_____	= _____
_____	_____	= _____
_____	_____	= _____
_____	_____	= _____
_____	_____	= _____

R REALISTIC

- Hands-on people who enjoy exploring things, fixing things, making things with their hands
- Express themselves and achieve primarily through their bodies rather than words, thoughts, feelings
- Independent, practical-minded, strong, well-coordinated, aggressive, conservative
- Like challenge of physical risk, outdoors, using tools and machinery Prefer concrete rather than abstract problems
- Solve problems by doing something physical

I INVESTIGATIVE

- Persons who "live" very much in their minds
- Unconventional & independent thinkers, intellectually curious, insightful, logical, persistent
- Express themselves and achieve primarily through their minds rather than through association with people or involvement with things
- Like to explore ideas through reading, discussing Enjoy complex and abstract mental challenges
- Solve problems by thinking and analyzing

A ARTISTIC

- Creative, sensitive, aesthetic, introspective, intuitive, visionary
- See new possibilities and want to express them in creative ways
- Attuned to perception of color, form, sound, feeling
- Prefer to work alone and independently rather than with others
- Enjoy beauty, variety, the unusual in sight, sound, texture, people
- Like fairly unstructured environment to provide opportunities for creative expression
- Solve problems by creating something new

S SOCIAL

- People persons who "live" primarily in their feelings
- Sensitive to others, genuine, humanistic, supportive, responsible, tactful, perceptive
- Focus on people and their concerns rather than on things or deep intellectual activity

- Enjoy closeness with others, sharing feelings, being in groups, unstructured settings that allow for flexibility and caring
- Solve problems primarily by feeling and intuition, by helping others

E ENTERPRISING

- Project persons who are thoroughly absorbed in their involvements
- Energetic, enthusiastic, confident, dominant, political, verbal, assertive, quick decision-maker
- Leaders who are talented at organizing, persuading, managing
- Achieve primarily by using these skills in dealing with people and projects
- Enjoy money, power, status, being in charge
- Solve problems by taking risks

C CONVENTIONAL

- Persons who "live" primarily in their orderliness
- Quiet, careful, accurate, responsible, practical, persevering, well-organized, task-oriented
- Have strong need to feel secure and certain, get things finished, attend to every detail, follow a routing
- Prefer to work for someone of power and status rather than be in such a position themselves
- Solve problems by appealing to and following rules

NOTES OR QUESTIONS:

CHARACTERISTICS OF PERSONALITY TYPES

	REALISTIC	INVESTIGATIVE	ARTISTIC	SOCIAL	ENTERPRISING	CONVENTIONAL
Solves Problems	by objective manipulation of things, animals, tools, and machines	through use of intelligence and manipulation of ideas, words, and symbols	by using feelings, intuition, and imagination to create art forms or products	by relying on emotions and feelings rather than intellect	through wit, humor, and persuasion	by conforming to cultural norms and values
Reduces Stress	avoids tasks that require subjectivity, intellectualism, artistic expression, social sensitivity	avoids physical activities and repetitive activities	avoids political and economic matters; avoids direct relationships with others	avoids roles that require motor skills	displays oral aggression and self-aggrandizement	avoids persuasive and expressive activities
Values	conventional values; holds esthetic values of little importance	values theoretical to lesser degree, values esthetic problems	musical, artistic, and literary values; esthetic values	social, ethical and religious values	political and economic values; low value for esthetics; status-oriented values	economic values
Activities	that involve motor skills, things, realism, and structure	independent worker, neither giving nor receiving support; task-oriented	creative writing skills	social service activities that involve training, informing, enlightening, counseling, and developing others	persuasion, powerful roles; drive to attain organizational goals or personal economic success	passive and structured activities; systematic activities
Self-Concept	mature, practical, persistent, unsociable, narrow range of interests, rugged, robust, practical, and mechanical	unsociable, persistent, self-controlled, analytical, independent, scholarly, introverted, original, and achieving	complex, original, independent, unsociable, sensitive, impulsive, flexible, achieving, unpopular, and perfectionistic	humanistic, social presence, dominance, sociable, cheerful, dependent, responsible, achieving, popular, and friendly	dominant, cheerful, adventurous, conservative, desires high status, desires power, desires money, ambitious, extroverted, and persuasive	makes a good impression, well-controlled, neat, persevering, inflexible, conservative, conscientious, stable, sociable, perfectionistic, desires prestige